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ABSTRACT

The Maryland State Department of Education is actively involved in the development of a five-year state plan for career education. The plan is based upon data derived from a student needs assessment, a survey of LEAs, a survey of counselor competencies, and the AIR Survey of Career Education in the public schools which sampled ten districts in Maryland. The needs assessment clearly indicates that more than 70% of the students evidenced need for help in exploring careers, making post-high school plans, finding jobs and careers, developing career awareness, making career decisions, planning careers and assessing self. In a survey of career development competencies of counselors, prioritized training needs were evidenced in the following areas: inservice training in recommending curriculum changes to correlate with the changing world of work; getting teacher support; knowledge of the career development needs of special groups; and help in assisting teachers to infuse career education into their regular subject areas. The local education agencies evidenced a strong need in securing a local board policy in support of career education and help in strengthening their implementation of career education. From this needs assessment, six key program goals have been developed that are geared toward meeting specific outcome goals for students. (Author/CT)

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ED164852

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September 28, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TO: Mr. Jacob J. Maimone
U.S. Office of Education
Grant and Procurement Management Division
Occupational and Adult Education Branch
400 Maryland Avenue, S.W.
Washington, D.C. 20202

FROM: E. Niel Carey

SUBJECT: Annual Report for Career Education

I am hereby submitting to you an annual report for the career education project funded under Sections 402 and 406 of Public Law 93-380 (Fiscal Year 1976 funding).

The annual report contains the project performance report and the financial status report.

ENC/dem

CE 018 861

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DIVISION OF INSTRUCTION

ANNUAL STATE PLAN CAREER EDUCATION PROJECT PERFORMANCE REPORT

1. Project Number 554AH60768
2. Grant Number G007604188
3. Annual Report
4. Project Title: Maryland Career Education Plan
5. Report Period: July 1, 1976 through June 30, 1977
6. Category of Project: State Plan
7. Project Director: E. Niel Carey
8. Grantee: Maryland State Department of Education
   P.O. Box 8717, BWI Airport
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9. MAJOR ACTIVITIES

A. Form an advisory group which will provide advice and assistance during the development of the State Plan

Advisory Group

A 21-member State Advisory Council has been established, with an additional three members of the Maryland State Board of Education serving as ad hoc representatives. The Advisory Council was established by the State Board of Education through Resolution #1976-69. (See attachment 1.) Each member was appointed by the State Superintendant of Schools, based upon nominations from a variety of sources, e.g., existing advisory councils, the State Parent-Teacher Association, community groups, business, industry, and labor.

Analysis of the Advisory Council Representation

Major Units of State Education	*Ad Hoc* - Three representatives from the State Board of Education A Superintendent from one of the State's 24 LEAs A representative from the State Advisory Council on Vocational-Technical Education
State Governmental Units	A representative from the Maryland State Employment Security Administration
Business, Industry, and Labor	A representative from the AFL-CIO A representative from McCormick and Company, Inc. A representative from the Steamfitters Training School A representative from Stromberg Publications, Inc. A representative from the Chamber of Commerce
Institutions of Higher Education	A representative from a four-year, predominantly black, land grant university A representative from a two-year public community college A representative from the Teacher Education Department of the State University
School Administrators	A secondary school principal from a large urban school
Counselors	A supervisor of guidance who was a counselor at the time of her nomination and is currently president-elect of the Maryland Personnel and Guidance Association

Maryland Career Education Plan

Annual Report

July 1, 1976-June 30, 1977

Maryland State Department of Education
Division of Instruction

Teachers	A representative from the Maryland State Teachers Association, who is also Executive Director. (The Associate Executive Director serves as an alternate.) A senior high school teacher who currently serves as coordinator of the school's career center
Vocational Education Personnel	A director of vocational education and career education for one of the LEAs
Parents	A representative from the State Parent-Teacher Association
Students	A high school student nominated from the ranks of the State Association of Student Councils
Other	An executive director of one of the major community service organizations, i.e., Urban League A teacher from one of the State's correctional institutions. She also serves as a member of the Governor's Commission on the Status of Women
Additional Identifying Data	The chairperson of the Council is a woman. Female population - 35% Male population - 65% Black population - 15% Student population - 5% Business, labor, and industry - 25% Higher education - 15%

The objectives of the Advisory Council are:

(a) To provide overall advice to the Maryland State Board of Education and the Maryland State Department of Education on the institutional and community needs for career education;

(b) To provide specific advice to the State Department of Education on the trends and changing career patterns and options in the State; and

(c) To foster resource and policy support in the regions, populations, and organizations represented on the Council and in the State generally.

ANNUAL REPORT

MARYLAND STATE ADVISORY COUNCIL ON CAREER EDUCATION

Introduction

The Maryland Advisory Council for Career Education was established by the State Board of Education by the enactment of Resolution 1976-69 on September 26, 1976. The Council was established for the purpose of (1) providing advice to the State Board of Education and the State Department of Education on the need for and goals of career education; (2) providing and obtaining support for career education for the regions, populations, and organizations represented on the council; and (3) providing advice to the State Board of Education and the State Department of Education on the changing career patterns and opportunities in the state.

The Council is composed of nineteen members who are representative of the various populations and regions of the State as well as the educational and community organizations which have an interest in career education. A list of the Council members is attached in appendix A.

The first meeting of the Advisory Council was held on December 9, 1976. Mr. Lawrence Miller, member of the State Board of Education, greeted the Council, discussed the reasons for the Council's being formed, and specified the areas of responsibility. Mr. Miller asked Mrs. Pat Ensor to act as the interim Chairperson of the Council. Under Mrs. Ensor's leadership, the Council organized itself into three committees - Organization, State Plan, and Legislation and Resource Support; established meeting dates for the remainder of the year; and outlined a program of work for the Council.

The Council Committees

A great deal of the work of the Advisory Council has been carried out by the three committees listed above, plus a Nominations Committee which was required by the Council's Rules and Operational Procedures. A list of the Committees and their membership is attached as appendix B.

The organization Committee, chaired by Mr. Michael Morton, prepared "Rules and Operational Procedures" which were adopted by the Council at its February meeting. The "Rules and Operational Procedures" are attached as appendix C.

The State Plan Committee is chaired by Dr. N. Edwin Crawford. The Committee has provided valuable advice and assistance to the State Plan Specialist, in the development of the State Plan for Career Education. This Committee has met on several occasions to analyze student and program needs data; analyze existing definitions of Career Education and propose a definition; and to recommend goals, objectives, and priorities for career education in Maryland. The committee's recommendations to the council have been adopted, with modifications. The Council's Recommendations were given major consideration in the development of the State Plan for Career Education. A draft of the State Plan for Career Education was presented to the Assistant State Superintendent for Instruction on August 15, 1977.

The Legislation and Resource Support Committee, chaired by Mrs. Sue V. Mills, reviewed several federal bills related to career education and made recommendation for action to the council, HR 7, the Career Education Bill was a special objective of this Committee. That Bill passed the House of Representatives by a vote of 398-14. Seven members of the Maryland delegation voted for the Bill. The Committee has also generated support for the Senate version of HR 7, S.B. 1328. This Committee has provided leadership and support for ongoing career education programs such as the regional conference on career education sponsored by the American Association of School Administrators and the National School Boards Association. At the request of acting Governor Lee, Mrs. Mills arranged a meeting with him to discuss career education, its progress and needs in Maryland.

The Nominations Committee is chaired by Mrs. Mary K. Albrittain. The Committee proposed the following officers for 1977-78.

Chairperson:	Mr. Howard Marshall
Vice Chairperson:	Mrs. Sue V. Mills
Executive Committee:	Mr. Bernard Carpenter
	Mr. Gary Ford
	Mrs. Diane Weaver

The council unanimously adopted the Committee's Report.

The Status of Career Education in Maryland

During its first year of operation, the State Advisory Council on Career Education has acquired considerable information about the status of career education in Maryland. The background and experience of the council members, the data collected and analyzed as part of the planning process, and the contact with state and local staff who are involved in career education - these factors and others have given the council members an accurate and current picture of career education in Maryland.

Maryland's accomplishments in career education at both the state and local levels are well known and documented. The State Board resolution giving priority status to career education was one of the first in the nation and the state plan and state conference which resulted from the resolution were also precedent setting. State staff have carefully and creatively laid the conceptual and operational foundations for career education, even though they have until recently been assigned to career education on a part time basis. Many local school systems have responded to the State's priority for career education by participating in state-sponsored programs and workshops; by conducting curricular revision; by developing instructional materials and by working with the community in identifying and using community resources in career education.

Concerns and Recommendations

However, in spite of these notable accomplishments, the members of the State Advisory Council on Career Education have several concerns regarding the present status of career education in the State. The Council's recommendations to alleviate those concerns are listed also.

CONCERN: Many of the State's school systems have no systematic plan for career education, career skills and objectives are optional; the extent to which students have achieved career related skills and attitudes.

RECOMMENDATION 1: The State's list of basic skills should include career skills, and the State's accountability program and should assess the achievement of these skills.

RECOMMENDATION 2: A reasonable level of support should be provided at the State level to encourage the implementation of career education by local school systems. Even though career education is generally carried out by utilizing existing personnel, programs, and facilities, some funds are needed for training teachers, counselors, and administrative staff; and for curriculum revision and materials development.

The budget for career education should, to a reasonable degree, reflect its priority status and the public support for it.

CONCERN: Many teachers, counselors, and supervisory staff have not had recent inservice training in career education, nor have they had training or exposure to the world of work as a means of understanding present and future career trends and outlook.

RECOMMENDATION 3: Local school systems should be expected to conduct adequate inservice training in career education and the world of work. Higher Education should be encouraged to conduct inservice and preservice training in career education.

State education career education personnel should provide technical and planning assistance including appropriate training models and materials for smaller school systems.

RECOMMENDATION 4: State career education personnel and business-lavor representative should work together, preferably in cooperation with higher education personnel, in providing education with in-depth exposure to the world of work, preferably in broad cluster areas.

CONCERN: A majority of high school students as well as large numbers of adults, including women preparing to enter the work force for the first time, express a need for assistance in career planning, for help in assessing their career-related interests and abilities, and for specific information about available jobs, education and training, and financial assistance.

RECOMMENDATION 5: The practice of starting career resource centers in high schools and having these centers serve the community as well as school students should be encouraged and expanded.

RECOMMENDATION 6: The State Department of Education should take advantage of existing federal legislation to design and implement a comprehensive information system which would provide information about jobs, training and further education, military service, and financial assistance to students and community members as well.

CONCERN: There is a great deal of evidence that youngsters, as young as age 7, 8, and 9 have already developed attitudes, many of which as biased and stereotyped, about jobs, work, and workers.

RECOMMENDATION 7: Special attention should be given to the development of career education objectives at the elementary school level. These objectives should emphasize awareness--of the individual and of the world of work--and should be addressed in the program of instruction and guidance.

CONCLUSIONS

This report contains the Advisory Council's perception of career education in Maryland, along with its advice and recommendations for strengthening this major element of the State's total educational program. The Council will continue to perform the second element of its charge from the State Board of Education - to provide support and to identify resources which will make career education available to all the students in Maryland.

Respectfully submitted,

Mrs. Pat Ensor
Chairperson, 1976-77
Mr. Howard Marshall, Vice Chairperson and
Chairperson - elect 1977-78
Mrs. Sue V. Mills
Vice Chairperson 1977-78

Mrs. Maryland K. Albrittain
Mr. Bernard Carpenter
Mrs. Anne O. Emery
Mr. Gary Ford
Dr. Jean Hebeler
Dr. S. S. Kaup
Mr. John J. Lancaster,Jr.
Mr. Franklin A. Owens,Jr.
Mr. James S. Smith
Ms. Diane E. Weaver

Dr. Edward J. Anderson
Dr. N. Edwin Crawford
Ms. Kathy Ferber
Mr. Ernie Greco
Mr. Morris C. Jones
Mr. Edward Lanen
Mr. Michael R. Morton
Mr. Robert C. Petersen
Mr. Travis Vauls
Mr. Charles Wheatley

E. Niel Carey, Executive Secretary

APPROVED: State Advisory Council on Career Education
September 14, 1977

ASSESSMENT OF THE CAREER EDUCATION NEEDS
METHODOLOGY AND OVERVIEW

A distinct effort has been made to secure empirical data upon which to base the direction of the State Plan for Career Education. The needs analysis has focused on both student needs and program needs. The following methods have been utilized to assess needs during the first year:

1: A *Needs Assessment instrument* has been administered to 10,589 students in 8 LEAs - geographically located in Westerm Maryland, Southern Maryland, Central Maryland, the Eastern Shore, and Baltimore City. The plans are to extend this assessment to all LEAs and to involve both the middle school level and the senior high level.

2: *An interview technique* was employed and utilized with administrators, central office staff, counselors, and teachers in the Maryland LEAs; the interview technique has also been utilized with key MSDE staff.

3: 719 counselors in ten LEAs were administered the *Survey of Career Development Competencies for Counselors* through a joint project sponsored by the Department of Counseling and Personnel Services, University of Maryland, and the Maryland State Department of Education.

4: Data have been utilized from the ten sampled districts in the State of Maryland taken from the *Survey of Career Education in the Public Schools of the U.S. (1975)* - conducted in cooperation with the National Advisory Council on Career Education and the United States Office of Education by the American Institutes for Research.

PUPIL PERSONNEL STUDENT NEEDS ASSESSMENT

The Pupil Personnel Needs Assessment Survey was administered to 10,589 students in Baltimore City, Allegany, Caroline, Charles, Garrett, Harford, Wicomico and Worcester Counties. The 60-item instrument covers 16 broad need categories. Each major category consists of three to five supportive internal items which lead toward clearer identification and specifications within each major category classification. The 16 categories and the support items are as follows:

Category 1: UNDERSTANDING AND ACCEPTING SELF
- Item 1: To understand my abilities and interests.
- Item 2: To understand, accept and like myself better.
- Item 3: To develop confidence in myself.
- Item 4: To understand how my feelings affect my behavior.
- Item 5: To be more accepting of my physical appearance.

Category 2: DEVELOPING RESPONSIBILITY FOR SELF
- Item 6: To set my goals in life.
- Item 7: To learn how to let others know how I feel.
- Item 9: To be a better listener and respond better to others.
- Item 10: To state my own views.

Category 3: UNDERSTANDING OTHERS
- Item 9: To be a better listener and respond better to others.
- Item 11: To better understand teachers.
- Item 12: To better understand adults.
- Item 13: To become more accepting of others.
- Item 14: To learn how to build trusting relationships with others.

Category 4: BEING UNDERSTOOD BY OTHERS
- Item 7: To learn how to let others know how I feel.
- Item 8: To learn how other people feel about me.
- Item 15: To have someone listen to me when I have problems.
- Item 16: To know how to get along with my family.
- Item 60: To talk about personal concerns with a counselor.

Category 5: RELATING TO OTHERS
- Item 16: To know how to get along with my family.
- Item 17: To have better relationships with teachers.
- Item 18: To have better relationships with other students.
- Item 19: To know how to get along with members of the other sex.
- Item 20: To develop friendships with both sexes.

Category 6: CLARIFYING VALUES
- Item 21: To understand more about standards of behavior.
- Item 23: To learn about the use and/or abuse of drugs (including alcohol) and tobacco.
- Item 24: To become more tolerant of persons whose views differ from mine.
- Item 44: To know how the things that are important to me affect my career choice.

Category 7: ASSESSING SELF
- Item 1: To understand my abilities and interests.
- Item 25: To know more about my strengths and weaknesses.
- Item 26: To better understand my test scores.
- Item 27: To understand what I can realistically achieve.

Category 8: MAKING DECISIONS
- Item 6: To set my goals in life.
- Item 28: To know how to assess and evaluate my goals.
- Item 29: To learn how to make decisions.
- Item 30: To learn how to adapt to a changing world.

Category 9: UNDERSTANDING SEXUAL IDENTITY
- Item 19: To know how to get along with members of the other sex.
- Item 20: To develop friendships with both sexes.
- Item 31: To understand the impact of my sex and/or race on my career choice.
- Item 32: To understand the changing roles and expectations of men and women.

Category 10: SELECTING COURSES AND MAKING EDUCATIONAL PLANS
- Item 33: To be able to select more courses by myself.
- Item 34: To know more about high school graduation requirements.
- Item 35: To find courses that relate to my future.
- Item 36: To receive help in selecting courses.
- Item 37: To find courses which are appropriate to my interests.

Category 11: MAKING POST-HIGH SCHOOL PLANS
- Item 38: To know how to prepare for careers in which I am interested.
- Item 39: To know how the courses I am taking relate to my career plans.
- Item 40: To know more about financial aid for education after high school.
- Item 41: To become more aware of opportunities after high school.
- Item 42: To become aware of career training offered in my high interest areas.

Category 12: DEVELOPING CAREER AWARENESS
- Item 41: To become more aware of opportunities after high school.
- Item 42: To become aware of career training offered in my high interest areas.
- Item 43: To understand the effect of work on my life.
- Item 44: To know how the things that are important to me affect my career choice.
- Item 45: To know more about possible careers and the world of work.

Category 13: EXPLORING CAREERS
- Item 46: To talk with people employed in areas that interest me.
- Item 47: To get some on-the-job experience in areas that interest me.
- Item 48: To do a thorough study of jobs and careers which relate to my interests and abilities.
- Item 49: To have actual on-the-job experience to know what it is like to be employed.

Category 14: PLANNING CAREERS
- Item 38: To know how to prepare for careers in which I am interested.
- Item 50: To know how people close to me influence my choice of a career.
- Item 51: To develop a flexible career plan.
- Item 52: To talk to a counselor about career plans.
- Item 53: To have my parents involved in my career plans.

Category 15: FINDING JOBS AND CAREERS
- Item 54: To know what jobs are available locally.
- Item 55: To know where to start looking for a job.
- Item 56: To know how to apply and interview for jobs.
- Item 57: To obtain part-time and/or summer work.
- Item 58: To become aware of the employment outlook in my high interest areas.

Category 16: UNDERSTANDING THE GUIDANCE PROGRAM
- Item 22: To become more fully aware of the services available within the school and community.
- Item 59: To get to know my counselor better.
- Item 60: To talk about personal concerns with a counselor.

TABLE 1
SUMMARY OF RESPONSES BY LEAs

COUNTY	NUMBER OF STUDENTS
Allegany	1,177
Baltimore City	4,745
Caroline	361
Charles	655
Garrett	363
Harford	1,640
Wicomico	887
Worcester	761
TOTAL	10,589

FINDINGS

One of the most striking findings of the study is the apparent receptivity of students toward indicating the need for help that may be closely allied with career education and, in particular, career development.

TABLE 3
SUMMARY RESPONSES OF 5,844 TENTH GRADE STUDENTS

Table 3 indicates the priority ranking of the needs expressed by the students.

AREA OF NEED	% OF STUDENTS INDICATING NEED
Exploring Careers	82.0
Making Post High School Plans	79.0
Finding Jobs and Careers	79.0
Developing Career Awareness	78.3
Developing Responsibility for Self	77.0
Making Decisions	77.0
Assessing Self	76.0
Selecting Courses and Making Educational Plans	76.0
Understanding Others	76.0
Planning Careers	75.0
Being Understood by Others	71.3
Clarifying Values	71.3
Understanding and Accepting Self	71.1
Relating to Others	69.2
Understanding the Guidance Program	69.0
Understanding Sexual Identity	66.0

As indicated in Table 3, approximately 75% or more of the tenth graders surveyed indicated that needs were not being met in seven areas that are implicitly a part of career education, namely, Exploring Careers, Making Post High School Plans, Assessing Self, Finding Jobs and Careers, and Developing Career Awareness, Planning Careers and Making Decisions.

TABLE 4
CAREER EDUCATION NEEDS FOR 5,844 TENTH GRADE STUDENTS

AREA OF NEED	% OF STUDENTS INDICATING NEED
Exploring Careers	82.0
Making Post High Schools Plans	79.0
Finding Jobs and Careers	79.0
Developing Career Awareness	78.3
Planning Careers	75.0
Making Decisions	77.0

TABLE 5
CAREER EDUCATION NEEDS INDICATED BY 10,589 STUDENTS

AREA OF NEED	% OF STUDENTS INDICATING NEED Grade 10	Grade 11
Exploring Careers	82.0	78.0
Making Post High School Plans	79.0	78.4
Assessing Self	76.0	72.0
Finding Jobs and Careers	79.0	74.0
Developing Career Awareness	78.3	76.0
Planning Careers	75.0	71.0
Making Decisions	77.0	71.0

Table 5 indicates that there is very little difference in the expressed needs of tenth graders and eleventh graders.

SUMMARY OF NEEDS EXPRESSED BY 10,589 SENIOR HIGH STUDENTS

	AREA OF NEED	% OF STUDENTS INDICATING NEED: Allegany	Balt. City	Caroline	Charles	Garrett	Harford	Wicomico	Worcester
1	Understanding and Accepting Self	77.5	64	58.7	71	76.5	68.6	74.2	69.7
2	Developing Responsibility for Self	81.1	71.3	69.8	76.7	82.8	75.2	79.8	76.3
3	Understanding Others	81.2	69.6	68.9	75.8	79.1	72.3	78.9	74.6
4	Being Understood by Others	72.6	65.0	63.8	69.2	74.5	77.9	71.8	69.8
5	Relating to Others	72.3	59.8	57.7	77.8	73.5	64.7	69.6	67.1
6	Clarifying Values	73.3	65.1	63.7	78.2	75.2	64.6	72.3	71.6
7	Assessing Self	79.3	71.6	68.4	74.4	79.2	73.8	79.5	77.2
8	Making Decisions	79.6	71.0	68.5	73.9	80.6	75.2	79.2	78.7
9	Understanding Sexual Identity	71.3	59.9	52.6	66.5	73.1	62.3	66.6	67.3
0	Selecting Courses and Making Educational Plans	77.2	75.4	65.0	71.3	81.8	80.9	76.9	79.6
1	Making Post High School Plans	73.2	78.4	72.9	77.9	83.1	81.7	82.5	83.1
2	Developing Career Awareness	80.2	75.7	70.9	74.8	81.5	78.2	81.6	81.2

SUMMARY OF NEEDS EXPRESSED BY 10,589 SENIOR HIGH STUDENTS CONTINUED

	Allegany	Balt. City	Caroline	Charles	Garrett	Harford	Wicomico	Worcester
Exploring Careers	83.5	77.5	76.7	78.9	84.6	81.0	84.5	83.4
Planning Careers	77.2	70.6	66.8	73.2	78.2	73.1	77.5	77.6
Finding Jobs and Careers	81.2	73.9	75.6	77.0	82.3	79.5	82.1	80.1
Understanding the Guidance Program	68.7	69.5	65.3	65.0	70.6	67.0	70.9	74.9

SUMMARY OF FINDINGS

The Students Needs Assessment Survey has clearly emphasized the need for career education among the sample group. It is noteworthy that there is very little deviation between the needs expressed between tenth and eleventh graders. In fact, there is very little difference existing among the LEAs. This report does not address the specific needs as itemized in the broad categorical classifications. It is recommended that each LEA would analyze the findings on each of the items and would gear its plan of action accordingly.

Self Assessment

There is a need for students to know of their interests, abilities, strengths, and weaknesses in relation to career planning.

There is a need for students to be able to assess themselves and relate it to their career development.

Exploring Careers

There is a need for assistance to students in exploring careers; a need to explore.

There is a need for expanding the options that are available to individuals.

Finding Jobs

Students have a need to know what jobs are available, when, and how to go about finding and obtaining them.

There is a need for job seeking and job getting skills.

Students display a need for assistance in incorporating a positive attitude toward work in their total personal value structure.

Career Awareness

Students have a need for greater career awareness; for knowledge about possible careers, the related options, and the world of work.

Career Planning

Students have need for greater knowledge and skill in making post secondary school plans; to know how the current courses relate to career plans.

Students have a need to see the relationship between the basic skills learned in school and the world of work.

Students have the need to gain competency in at least one area.

Students have a need for greater assistance and skill in finding up-to-date, valid information about careers or occupations.

Students have a need to see the career implications of their subject areas.

Students have a need to know how to plan for careers and want assistance in planning.

Decision Making

Students have a need for skill in decision making.

Students have a need to gain an understanding of the role guidance and counseling can play in their career development.

SUMMARY OF NEEDS EXPRESSED BY LEAS

Interviews were conducted with LEAs as a part of the planning process in developing the State Plan. The LEA visits served the following purposes:

1.1 Articulated the work of the State Plan with the LEA
1.2 Gave the LEAs a direct opportunity and a direct line to the State Plan
1.3 Stimulated additional involvement and dialogue on the local level

The LEAs analyzed the existing components of career education, the existing goals, and made recommendations as to needs.

Basically, the LEA personnel expressed a belief in the career education process, but stated many needed factors for full implementation. Strong endorsement was given to the infusion process; yet a strong quest was made for help in implementation.

The findings from the LEA interview should be seen as background data for State goals. Three key issues to which input was received are:

(1.0) The needs of administrators, teachers, counselors, and other persons in reference to development and implementation of career education
(2.0) The needs of students as viewed by the LEA team
(3.0) Programmatic needs so as to impact all students by 1982

The three issues may be summarized as follows:

1.0 Needs of Administrators and Other Personnel

a. A general knowledge of what is being done within the State
b. Knowledge of where pertinent data may be obtained
c. Feedback on progress
d. A balanced approach for counselors
e. Inservice and preservice
f. Information on available resources and their utilization
g. Ongoing leadership
h. Funding
i. Infusion techniques
j. Short-term programs in work settings for staff and students
k. Top level commitment
l. Delineation of the role of the administrator, the teachers, and the counselor in career education
m. Usable resources
n. Local funding which is preferred over subsidized funding
o. Computerized placement
p. Systematic evaluation
q. Knowledge of needs of students
r. Identification of resources
s. Closer coordination of career education and vocational education
t. A job placement program
u. More counselors
v. Coordination of career education with curriculum programming

2.0 Needs of Students

a. Information about themselves
b. How to assess themselves and relate it to career development
c. Awareness of options
d. A systematic information system
e. Opportunities for hands-on experience
f. Influencing the publics--parents, staff, students, legislators--so that more students will be benefited.
g. Preparation for further education and jobs
h. Student internships
i. Decision-making skills
j. A system to foster human relations
k. A usable skill
l. A positive attitude toward work and skill in working within the system

3.0 What Is Needed to Impact All Students By 1982

a. Staff Development - Inservice and preservice
b. Knowledge of and the availability of materials
c. Leadership and leadership training
d. Investment in summer workshops
e. Resource centers available to every single school
f. Incorporation of guidelines
g. Computerized guidance services
h. Standardization of measurable outcomes
i. Development of criterion referenced instruments to be utilized by LEAs to measure their achievement of goals and to measure achievement of goals in relation to expenditures of funds
j. Elementary counselors
k. Inclusion of career guidance as a part of the requirements for graduation
l. Elimination of racial and sexual biases
m. Consideration for legislating career education
n. Use of federal funds to develop project(s) that would benefit many units rather than one or two units. This means that LEAs should work together in considering needs that should be met.
o. Computerized information systems
p. Escalated funding
q. Staff to coordinate career education at the State and local levels
r. Time

SUMMARY OF AIR SURVEY INVOLVING
TEN MARYLAND COUNTIES
1975 SURVEY

There is a need to teach students facts, terms, and concepts about various careers or occupations.

There is a need to show how work relates to the individual and to society in general.

There is a need at all grade levels to assess student abilities so as to assist in increasing their self knowledge and in helping them to think about or plan careers.

There is a need to share with students attitudes, habits, and values related to various careers or occupations.

There is a need to assist students in clarifying and/or developing their own self concepts, including interests, attitudes, and values with respect to work.

There is a need to assist students in how to consider careers or occupations in terms of their own individual values, interests, and abilities.

There is a need to teach decision-making skills to help students consider plans or occupational choices.

There is a need for greater assistance to students in developing the know-how in finding information about careers or occupations.

There is a need to teach students skills for seeking or gaining employment.

There is a need for greater correlation between basic skills learned in school and the world of work.

There is a need for the Board of Education of each LEA to adopt a formal written policy with regard to career education in the school district.

There is a need for LEA's to specifically allocate funds for career education.

There is a need for LEA's to specifically designate personnel to work in the area of career education.

There is a need to develop formal evaluation procedures for career education.

There is a need to formally execute evaluation of career education activities.

There is a need for LEA's to formally constitute an Advisory Council for Career Education.

There is a need of support for development and validation of Career Education curriculum materials.

There is a need to subsidize the purchase of career education materials.

There is a need for support for inservice staff development.

There is a need for support of innovations in preservice training.

There is a need for computerized career education information.

There is a need to support research to improve career guidance procedures.

There is a need for finances to support staff development, procurement of materials, and other factors related to implementation.

The following student outcomes are viewed as vital:

1. Basic academic skills required for adaptability in the changing society.

2. Good work habits.

3. Meaningful work values.

4. Career decision-making skills, job hunting skills, and job getting skills.

5. Vocational skills commensurate to entry and attainment of a degree of success in the work world.

6. Incorporation of work values into their total personal value structure so as to facilitate the choice of a desired lifestyle.

7. Placement in an occupation, higher education, or in a vocation consistent with goals and abilities.

8. Knowledge of educational resources and the means by which one re-enters educational programs.

SUMMARY OF CAREER DEVELOPMENT COMPETENCIES FOR COUNSELORS

The University of Maryland, Maryland State Department of Education, *Survey of Career Development Competencies for Counselors* was administered to 719 counselors by guidance supervisors in ten Maryland LEAs between September '76 and April '77. LEAs participating were Allegany, Anne Arundel, Baltimore, Carroll, Cecil, Charles, Prince George's, Somerset and Wicomico Counties and Baltimore City.

The questionnaire was composed of 46 items which listed counselor competencies and one item asked counselors to name three areas of career development in which they would like to receive inservice training. The following priorities for training were compiled from all counties reporting:

1. Recommending curriculum changes to correlate with the changing world of work

2. Ability to gather teacher support for and participation in the teaching of career implications of their respective subject matter, ability to develop, acquire materials for, and direct programs for student acquisition of student math skills: e.g. generating alternatives, gathering information, predicting probability of outcomes, applying a decision-making strategy, evaluation of process.

3. Awareness of the unique career development needs of special clientele groups (women, minorities) and skill in assisting them in career decision-making.

4. Ability to assist teachers in integrating the teaching of career implications within their respective subject areas.

C. Assess the needs for training and re-training of educational personnel to serve in career education programs.

During FY 1976 the Maryland State Department of Education became the administering state of a U. S. Office of Education Special Project Grant, Section 505, Title V-A, which involved three other states (New Jersey, Pennsylvania, and Arizona) and Maryland in a consortium which cooperated in the "State Education Agency Competency-Based Staff Development Needs Assessment Project." The objectives of that project are attached as Exhibit C1.

Due to unforeseen constraints and delays, Maryland's intention to address the project objectives from the reference point of one division, i.e., the Division of Instruction, with the global focus of elementary and secondary education in the State of Maryland, had to be revised. A more direct, specific focus appeared to be a more appropriate approach. One of the early activities engaged in as a part of accomplishing Objective One of the project was a Delphi study. The study was an effort to identify future educational problems and issues for which the Departmental staff would need to plan. The study was conducted on a State-wide basis, upon a population of 425 selected respondents who represented elementary and secondary education (teachers, administrators, parents, students, local boards of education, and members of the State Board of Education), institutions of higher learning, business, industry, and local and state government officials. The results indicated a consensus of opinion on six items as being highly desirable and occurring during the time period 1978-1980; four of the six items dealt either directly or indirectly with Career Education and work experiences for students.

The results of the Delphi study provided an impetus for dialogue to be initiated by Maryland's project managers with the Career Education Unit of the Division of Instruction, relative to the feasibility of shifting the project's focus into Career Education. This suggestion came at a particularly appropriate time in the Career Education Unit, which was engaged in the project for which this report has been developed.

An instrument, which had been previously developed in the early stages of the "SEA Competency-Based Staff Development Needs Assessment Project," was cooperatively revised by the Career Education Unit and the Office of Planning, in which the project management responsibility was located. This instrument was designed to identify the desirable levels of competence within the three skill areas of foundational knowledge, technical skills, and personal skills; and to assess the present level of competence possessed by an SEA staff member in each of the skill areas by means of each staff member completing the instrument for him/her self, and the staff member's supervisor also rating each staff member on the same instrument. Following the separate rating activities, a meeting between supervisor and subordinate provides an opportunity to compare the responses and cooperatively prepare a professional development plan for each staff member. The revised instrument was introduced at a meeting of an ad hoc group of state coordinators of Career Education convened by Dr. David Jesser in conjunction with the Council of Chief State School Officers' Career Education Project.

The ad hoc group was meeting during the November, 1976, Commissioner's National Conference on Career Education, in Houston, Texas. Feedback was requested in two specific ways from those state coordinators present: 1) by careful personal scrutiny and review of the instrument; and 2) by actually using the instrument when they returned to their respective states. By so doing, both personal and experiential feedback could be provided for the project management's consideration and identification of needed changes. The feedback request produced some helpful suggestions which were incorporated into the final instrument, which is attached to this report as Exhibit C2.

The instrument is now ready to be used on a wide scale with the Maryland State Department of Education's Career Education Unit and with other state departments of education. The use of the instrument can provide a means of assessing staff strengths and weaknesses, and can facilitate the development of a professional development plan by which staff members can improve and increase their job-related competencies.

COMPETENCY-BASED STAFF DEVELOPMENT NEEDS

ASSESSMENT PROJECT

MAJOR PROJECT OBJECTIVES

1.0 To determine the major issues and problems which each participating state will face for the foreseeable future.

2.0 To determine the staff competencies required by each participating state agency in meeting its current goals, priority issues and problems, and those necessary to meet the goals, priority issues and problems of the future.

3.0 To develop model assessment procedures for the current and discernable future staff of each participating state which will accomplish assessment of the degree of desired staff competencies possessed in each staff position.

4.0 To assess the current staff of each participating state according to priority areas of competencies desired for selected functional areas or programs (assessment model testing.)

5.0 To determine staff development programs necessary to accomplish the desired competencies of each participating state agency.

6.0 To determine the resources available in each participating agency for conducting staff development activities which are identified.

7.0 To develop and document a prototype staff development program for each participating state in the light of all preceding activities.

8.0 To develop and distribute an attractive dissemination package for products of this project.

Special Project Grant, Section 505, Title V-A

STAFF DEVELOPMENT NEEDS ASSESSMENT INSTRUMENT FOR USE BY MSDE CAREER EDUCATION PERSONNEL AND PROGRAM ASSOCIATES

Introduction: Professional responsibilities are constantly changing as we strive to keep pace with educational program development needs. Accordingly, it is important that we constantly re-assess our previous professional training and seek ways to develop or strengthen the knowledge and skills now required.

This needs assessment instrument is designed to help you through the early stages of preparing a professional development plan. The instrument presents for your consideration an outline of the knowledge and skills possibly needed by career education personnel working at State Departments of Education. The items listed were identified and refined by career education personnel from several states.

Before completing this instrument, you should be thoroughly familiar with the State plan for career education and should have completed at least a rough draft of your performance plan (APP) for the coming year. It may help to have these materials at hand as you consider your responses to instrument questions.

Directions: This instrument is organized into three sections: I. Foundational Knowledge; II. Technical Skills; and III. Personal Skills. Within each section there are listed several specific areas of knowledge or skill. Please respond to each item as follows:

A. Ask yourself the question: What level of knowledge or skill should I have? Record your answer by placing a "1" somewhere on the scale provided at the right.

B. Ask yourself the question: What level of knowledge or skill do I have now? Record your answer by placing a "2" somewhere on the scale provided at the right.

C. Place a check mark (✓) at the left of each item which you think should be the focus of your professional development plan during the coming year.

Your supervisor also is completing a copy of this instrument, with your objectives, knowledge and skill in mind. A meeting will be scheduled at which you will compare responses and cooperatively prepare a professional development plan.

STAFF DEVELOPMENT NEEDS ASSESSMENT - CAREER EDUCATION

Section I. FOUNDATIONAL KNOWLEDGE - What should be and what is your level of knowledge about each of the following:

	Low		Moderate		High
1. THEORIES AND CONCEPTS OF CAREER EDUCATION					
___ a. Theories of career development	:	:	:	:	:
___ b. Theories of human development	:	:	:	:	:
___ c. Career developmental tasks	:	:	:	:	:
___ d. Career education terminology and concepts	:	:	:	:	:
___ e. Components and stages of career education	:	:	:	:	:
___ f. Relationship of theories to program components	:	:	:	:	:
2. POLICIES AND LAWS RELATED TO CAREER EDUCATION					
___ a. Existing federal laws and regulations (e.g. Title IX; Child Labor Laws; Vocational Education Amendments; Title IV of the 1974 Education Amendments; Title VI of the 1976 Education Amendment)	:	:	:	:	:
___ b. State Board Resolutions, policies and/or approved plans concerning career education	:	:	:	:	:
___ c. Local board resolutions, policies and/or plans concerning career education	:	:	:	:	:
___					
3. PROGRAM DEVELOPMENT IN CAREER EDUCATION					
___ a. Current program status in LEA's	:	:	:	:	:
___ b. Innovative and alternative programs	:	:	:	:	:
___ c. Methods of assessing program status	:	:	:	:	:
___ d. Methods of assessing student needs (e.g., career interests, career maturity, career awareness)	:	:	:	:	:
___ e. Methods of translating student needs assessment or program evaluation data into program development needs	:	:	:	:	:
___ f. The process of integrating career education into the school curriculum	:	:	:	:	:
___ g. Methods of organizing the world at work in relation to various curricula areas	:	:	:	:	:
___ h. Methods of relating economic, social and political factors to the career development needs of students	:	:	:	:	:

4. IDENTIFICATION AND USE OF RESOURCES IN CAREER EDUCATION

		Low		Moderate		High
___ a.	The human resources needed for various aspects of career education	:	:	:	:	:
___ b.	The technical, financial, and material resources needed for career education	:	:	:	:	:
___ c.	Methods of securing, evaluating and effectively using resources	:	:	:	:	:
___ d.	The role of business, industry and labor in career education	:	:	:	:	:
___ e.	The role of the family in career education	:	:	:	:	:
___ f.	The role of the community in career education	:	:	:	:	:
___ g.	The development and use of career education resource centers	:	:	:	:	:
___ h.	The use of television and other media in career education	:	:	:	:	:

5. OTHER

Section II. TECHNICAL SKILLS - What should be and what is your level of skill with respect to each of the following?

1. PLANNING SKILLS

___ a.	Set broad goals	:	:	:	:	:
___ b.	Conduct State needs assessment	:	:	:	:	:
___ c.	Conduct local needs assessment	:	:	:	:	:
___ d.	Interpret needs assessment and evaluation data and information	:	:	:	:	:
___ e.	Interpret federal, State and local laws, resolutions and policy statements	:	:	:	:	:

	Low		Moderate		High
1. PLANNING SKILLS (Continued)					
___ f. Assign priorities	:	:	:	:	:
___ g. Set measurable student objectives	:	:	:	:	:
___ h. Set measurable process objectives	:	:	:	:	:
___ i. Identify activities essential to accomplishing objectives	:	:	:	:	:
___ j. Estimate costs of activities	:	:	:	:	:
___ k. Develop management plan and schedule of activities	:	:	:	:	:
___ l. Set evaluation criteria or standards of accomplishment	:	:	:	:	:
___ m. Analyze plans prepared by others	:	:	:	:	:
2. EVALUATION/ASSESSMENT SKILLS					
___ a. Establish appropriate and measurable program evaluation/assessment objectives or questions	:	:	:	:	:
___ b. Select or develop evaluation/assessment techniques	:	:	:	:	:
___ c. Select or develop appropriate data and information collection instruments	:	:	:	:	:
___ d. Collect data and information	:	:	:	:	:
___ e. Analyze and interpret data and information; draw conclusions about program effectiveness and program development needs	:	:	:	:	:
___ f. Evaluate instructional materials	:	:	:	:	:
___ g. Provide recommendations for program revision	:	:	:	:	:
___ h. Conduct program audits based on approved program plan	:	:	:	:	:
___ i. Analyze evaluation/assessment reports prepared by others	:	:	:	:	:

	Low		Moderate		High
3. BUDGETING/FISCAL CONTROL SKILLS					
___ a. Estimate activity and program costs	:	:	:	:	:
___ b. Prepare line item budget	:	:	:	:	:
___ c. Prepare program budget	:	:	:	:	:
___ d. Interpret federal and State budget regulations and forms	:	:	:	:	:
___ e. Determine cost effectiveness of activities and programs	:	:	:	:	:
___ f. Exercise appropriate fiscal control procedures	:	:	:	:	:
___ g. Conduct fiscal audits of local programs	:	:	:	:	:
4. PROFESSIONAL DEVELOPMENT					
___ a. Identify required staff knowledge and skills	:	:	:	:	:
___ b. Design procedures and instruments to assess professional development needs	:	:	:	:	:
___ c. Conduct needs assessment	:	:	:	:	:
___ d. Establish professional development priorities	:	:	:	:	:
___ e. Identify resources for professional development	:	:	:	:	:
___ f. Plan professional development programs	:	:	:	:	:
___ g. Conduct workshops and seminars	:	:	:	:	:
___ h. Identify and apply evaluative criteria to determine attainment of skills and knowledge	:	:	:	:	:
5. TECHNICAL WRITING SKILLS					
___ a. Write clearly and concisely	:	:	:	:	:
___ b. Write grammatically	:	:	:	:	:
___ c. Write program guidelines	:	:	:	:	:
___ d. Write policy statements and resolutions	:	:	:	:	:
___ e. Prepare informative charts and graphs	:	:	:	:	:
___ f. Determine technical requirements for reports and proposals	:	:	:	:	:
___ g. Follow directions and guidelines regarding the preparation of reports and proposals	:	:	:	:	:

	Low		Moderate		High
6. GRANTSMANSHIP SKILLS					
___ a. Identify funding sources	:	:	:	:	:
___ b. Determine eligibility for funds	:	:	:	:	:
___ c. Write proposals conforming to guidelines	:	:	:	:	:
___ d. Negotiate contract(s) with funding source	:	:	:	:	:
7. DATA PROCESSING SKILLS					
___ a. Understand data processing capabilities	:	:	:	:	:
___ b. Prepare requests for data processing services	:	:	:	:	:
___ c. Interpret data processing reports	:	:	:	:	:
8. OTHER					

Section III. PERSONAL SKILLS - What should be and what is your level of skill with respect to each of the following?

1. INDIVIDUAL SKILLS					
___ a. Self-awareness (physiological and emotional responses, psychological needs)	:	:	:	:	:
___ b. Self-management (physiological and emotional responses)	:	:	:	:	:
___ c. Awareness of personal effect on others	:	:	:	:	:
___ d. Awareness of effect others have on self	:	:	:	:	:

	Low		Moderate		High
2. COMMUNICATION SKILLS					
___ a. Receive content messages accurately by listening and observing	:	:	:	:	:
___ b. Receive affective messages accurately by listening and observing	:	:	:	:	:
___ c. Send accurate content messages	:	:	:	:	:
___ d. Send accurate affective messages	:	:	:	:	:
___ e. Recognize barriers to communication (admonishing, ordering, moralizing, criticizing, ridiculing)	:	:	:	:	:
3. GROUP INTERACTION SKILLS					
___ a. Establish a congenial atmosphere	:	:	:	:	:
___ b. Assume a leadership role	:	:	:	:	:
___ c. Assume an active supporting role	:	:	:	:	:
___ d. Be aware of interaction among group members	:	:	:	:	:
___ e. Insure participation by each group member	:	:	:	:	:
___ f. Disagree or confront others with issues without being disagreeable	:	:	:	:	:
___ g. Bring about group consensus/closure	:	:	:	:	:
4. DECISION-MAKING SKILLS					
___ a. Conduct situation analysis (define parameters and facets of the problem)	:	:	:	:	:
___ b. Outline available options	:	:	:	:	:
___ c. Analyze options	:	:	:	:	:
___ d. Make a decision	:	:	:	:	:
___ e. Facilitate a group decision	:	:	:	:	:

STAFF DEVELOPMENT NEEDS ASSESSMENT - CAREER EDUCATION

	Low		Moderate		High
5. PERSONNEL MANAGEMENT SKILLS					
___ a. Define job functions and responsibilities	:	:	:	:	:
___ b. Establish effective supervisory relationship	:	:	:	:	:
___ c. Provide/practice leadership	:	:	:	:	:
___ d. Review work progress and practices	:	:	:	:	:
___ e. Delegate responsibility and authority	:	:	:	:	:
___ f. Encourage/provide for professional development	:	:	:	:	:
___ g. Stimulate others to action and encourage pride of accomplishment	:	:	:	:	:
6. NEGOTIATION SKILLS					
___ a. Negotiate effectively with supervisors	:	:	:	:	:
___ b. Negotiate effectively with peers	:	:	:	:	:
___ c. Negotiate effectively with supervisees	:	:	:	:	:

7. OTHER

D. Assessment of the Career Education needs of business, labor and industry.

Objectives:

To ascertain the career education involvement of Business, Labor, Industry.

To assess reasons why Business, Labor and Industry offer services.

To gather new ways of involving the community.

To obtain recommendations from the Business, Labor, Industry community for the State Plan.

SURVEY OF THE PILOT CAREER EDUCATION BUSINESS, LABOR, INDUSTRY INVENTORY

This was a pilot survey to ascertain the role of Business, Labor, and Industry in the development and effectiveness of Career Education.

The following definition was given to Business, Labor, and Industry:

Career education is a process used by school and community to make available to all individuals opportunities to develop self and career awareness, explore a variety of career options, become oriented to and prepared in a career field, secure a job, and perform successfully in an occupation. (MSDE--June 1976)

Findings: Of the respondents, the following indicates the percentage of career education activities in which the companies have been involved:

71% Providing volunteer speakers to classrooms

24% Providing hands-on exploratory experiences for teachers

33% Formulation of policy to establish education-work linkages

57% Serving on local-state career education advisory councils

52% Providing experiences based work sites for students

33% Developing and providing audiovisual presentations for schools

38% Providing opportunities for students to volunteer their services in order to gain hands-on work experiences

45% Sponsoring or participating in special programs that allow students to "shadow" a worker for a day or two

29% Providing up-to-date printed career materials to schools

31% Sponsoring of seminars and forums to assist parents and the community in understanding Business, Labor, and Industry and helping to eliminate some myths about the world of work

26% Preparing and distributing a list of resources that would be helpful to schools

17% Involvement in a special program with a school, i.e., The McCormick Company -- Adopt A School Plan

5% Providing an exchange program for workers and educators

7% Assisting schools in providing transportation for field experience

64% Providing opportunities for students to see people at work

29% Serving as consultants to school systems in curriculum planning

14% Providing collaborative assistance to educational personnel in helping school leavers make a transition from school to work

12% Serving as a consultant to schools in developing a placement and follow-up program

20% Serving as a consultant to the school system in understanding profits and the free enterprise system

20% Assisting school personnel in interpreting labor trends and job opportunities

Of the respondents, the following indicate rewards expected for involvement in career education:

	Very Important	Important To A Degree	Of No Importance	Not Applicable To Me
Tax write-off for corporate involvement in career education	5%	10%	17%	57%
Chance to acquire transferable employability skills	20%	26%	12%	33%
New Procedures benefiting labor and/or management	20%	39%	10%	36%
Promotion based on creative involvement	21%	10%	15%	24%
Obtainment of employees with more employable skills	60%	24%	5%	5%
Obtainment of employees with more positive work attitudes	64%	20%	2%	5%
Cost-free education industry exchange internship	17%	33%	7%	33%
Creative assistance of school interns and volunteers	15%	36%	10%	31%
Improvement of corporate image	36%	39%	10%	10%
Greater consumer confidence	48%	20%	10%	11%
Opportunity to influence policy of my agency or business	20%	33%	21%	24%
Opportunity to influence educational policy	39%	31%	10%	17%
Opportunity to expand my own horizons through involvement with the educational system	43%	36%	5%	12%

	Very Important	Important To A Degree	Of No Importance	Not Applicable To Me
Opportunity to increase employment opportunities for people in my community	50%	33%	7%	7%
Opportunity to effect a favorable rapport with media	29%	31%	26%	10%
Opportunity to address the needs of women, minorities, the disadvantaged, the handicapped	57%	24%	2%	12%

Other Suggestions: Increase public awareness. Opportunity for public and teachers to become involved in understanding the environment.

****

The following are ideas proposed by Business, Labor, and Industry as new and meaningful ways in which Business, Labor, Industry, and the schools could work together.

Apathy is a hard disease to kill. The groups should be called on in an official capacity sanctioned by the School Board with well defined goals and objectives.

Consider greater emphasis on cooperative work study programs at the high school level. Consider ways in which industry could help to develop a positive attitude among teachers and pupils regarding conservation of natural resources.

Combination of all of the items on the survey should be utilized in setting up curriculum. Students should be placed based upon their aptitude. Parents should work more closely with school and students. Students should have the opportunity to experience different occupations for a week before deciding on a career field.

Create advisory councils for all phases of education composed of leaders in the various fields to work directly with the instructors; to be informed on procedures and to advise how improvements can be made to better prepare students for work in their chosen profession.

The National Alliance of Business Men has a program called *Career Guidance Institute*. It could be used more fully.

Expand the role of advisory councils, entice more non-educational participants, and demand more of them.

Less dialogue and more practical application of actual experiences.

Providing a career fair where skilled people are present to give information to students interested in a particular field. If the skilled person were young, (close to the student's age--17 to 22 range) or just entering the field, the interaction will be more meaningful.

More teacher awareness of industry needs and practices. There is a need to know how work in done in the real world.

More meetings with school personnel so that they would know where we are and in turn, could learn more about the curriculum, particularly the health care field.

Cooperation and collaboration are key for meaningful survival for the teaching discipline.

The major outlay of funds any organization makes is for personnel. It is incombent upon educators to provide society with articulate, literate individuals. It is incumbent upon industry to hire such persons in an unbiased manner. We have drifted away from the concept of the three R's and consequently, I feel it would be new and meaningful to get back to essentials.

Better communications with educators and business.

Know more about the world of work, the importance of regularity of attendance at work, and the enthusiasm and push needed.

These groups need to communicate with each other in order to make full use of existing programs and to facilitate development of new programs. Perhaps more contact on a person to person level would help.

Having skilled business people conduct classes for the students, but only people who could talk with the student on their level.

Establish an advisory council to explore the possibilities and offer its conclusions.

Business, industry, and education in Hagerstown is doing it!

Nothing new-continue present work experience program.

More personal contacts are needed between schools and business via meetings, discussion groups, etc.

Viable means for curriculum review prior to presenting a course of study to students. This will insure students that additional technical training is not necessary after high school graduation.

****

The following are suggestions from Business, Labor, and Industry in reference to elements that should be included in the State Plan.

Continuation of work experience.

More practical opportunity for students; more interest in trade organizations, i.e., A.B.C., and greater public relations.

Training for the handicapped; training for non-traditional jobs for women; and training for those who are most in need.

Train students for career that are in existence; be more selective of students based on their aptitude for the career in which they're being trained; and give comprehensive exams to students to evaluate and improve the methods of instruction.

What profit means, how to work, and hustle.

Better and more direct communications.

More emphasis on basic skills; better preparation on students for what performance levels are expected under most working conditions.

Courses in interviewing, resume preparation and deportment. Survey courses in basic "three R's"; and training for guidance counselors in job availability; and study skills for students.

More Health Career information.

Teacher work-oriented exposure; student work programs.

Make available to students the resources of non-profit organizations such as Junior Achievement.

Gifted students in all areas and disciplines should be considered.

Job oriented curricula, counseling. All persons completing their education should have at least one employable skill.

Business economics; understanding profits and loss.

Health related programs.

Reemphasize the "three R's" from 1 to 12 and in particular the Vocational Technical Training program.

Instill in students that it is a very competitive world. Unless one is in the top 25%, one may have trouble finding regular employment. Pride workmanship and proper working procedures.

Include environmental education-food chain-energy cycle-conservation.

Emphasis on skilled trades, i.e., machining occupations, tool and die trades, and drafting, etc.

More emphasis must be placed on basic needs for the survival of young people.

Concrete guidelines for business explaining how business can best be involved in career education. Make an effort to insure that teachers will make use of programs that business and industry have available.

****

Implication: The Business, Labor, Industry community is willing and ready. The community has a particular interest in gaining better employees.

CAREER EDUCATION
BUSINESS, LABOR, INDUSTRY INVENTORY

The Maryland State Department of Education is in the process of developing a comprehensive State plan for career education. The role of Business, Labor, and Industry is very important to the effectiveness of career education. Your input through this inventory will render valuable assistance to the State in its planning process.

Part I. Please check the kinds of career education activities in which your company has been involved:

_____Providing volunteer speakers for classrooms

_____Providing hands-on exploratory experiences for teachers

_____Formulation of policy to establish education-work linkages

_____Serving on local-state career education advisory councils

_____Providing experience based work sites for students

_____Developing and providing audiovisual presentations for schools

_____Providing opportunities for students to volunteer their services in order to gain hands-on work experiences

_____Sponsoring or participating in special programs that allow students to "shadow" a worker for a day or two

_____Providing up-to-date printed career materials to schools

_____Sponsoring of seminars and forums to assist parents and the community in understanding Business, Labor, and Industry and helping to eliminate some myths about the world of work

_____Preparing and distributing a list of resources that would be helpful to schools

_____Involvement in a special program with a school, i.e., The McCormick Company -- Adopt A School Plan

_____Providing an exchange program for workers and educators

_____Assisting schools in providing transportation for field experience

_____Providing opportunities for students to see people at work

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Career education is a process used by school and community to make available to all individuals opportunities to develop self and career awareness, explore a variety of career options, become oriented to and prepared in a career field, secure a job, and perform successfully in an occupation. (MSDE--June 1976)

_____Serving as consultants to school systems in curriculum planning

_____Providing collaborative assistance to educational personnel in helping school leavers make a transition from school to work

_____Serving as a consultant to schools in developing a placement and follow-up program

_____Serving as a consultant to the school system in understanding profits and the free enterprise system

_____Assisting school personnel in interpreting labor trends and job opportunities

Part II. From your perspective, how would you rate the following rewards for your involvement in career education?

	Very Important	Important To A Degree	Of No Importance	Not Applicable To Me
Tax write-off for corporate involvement in career education				
Chance to acquire transferable employability skills				
New procedures benefiting labor and/or management				
Promotion based on creative involvement				
Obtainment of employees with more employable skills				
Obtainment of employees with more positive work attitudes				
Cost-free education industry exchange internship				
Creative assistance of school interns and volunteers				
Improvement of corporate image				
Greater consumer confidence				

	Very Important	Important To A Degree	Of No Importance	Not Applicable To Me
Opportunity to influence policy of my agency or business				
Opportunity to influence educational policy				
Opportunity to expand my own horizons through involvement with the educational system				
Opportunity to increase employment opportunities for people in my community				
Opportunity to effect a favorable rapport with media				
Opportunity to address the needs of women, minorities, the disadvantaged, the handicapped				
Other _____				

Part III. What would you propose as a new and meaningful way in which business, labor, industry, and the schools could work together.

Part IV. As the State develops its career education plan, what elements would you like to have included?

1.

2.

3.

IDENTIFYING DATA

Check the one you represent: Business ☐ Labor ☐ Industry ☐

Check the one that more nearly indicates the size of your firm: small ☐ medium ☐ large ☐

Indicate how your firm is generally classified (see attached Guide): _____

OCCUPATIONAL CLASSIFICATION GUIDE

1. Agriculture
2. Art, Design, and Communications
3. Clerical
4. Construction
5. Education
6. Finance, Insurance, and Real Estate
7. Government
8. Industrial Production and Relative work
9. Manufacturing
10. Mechanical
11. Mining and Petroleum
12. Scientific and Technical
13. Service and Miscellaneous
14. Social Service
15. Wholesale and Retail Trade

E. Identification of existing and potential nationwide resources.

A Resource Guide has been compiled based upon the philosophy that the Guide is to serve as a baseline to assist local systems in identifying large bodies of resources and thus, developing more definitive resource guides at the local level. The Resource Guide is included with the Plan. It should be noted that an ERIC Search was done.

The Resource Guide, as compiled, has been distributed to local career education coordinators and to all participants of the three summer workshops which included parents and a variety of other community people.

F. Development of short and long range plans for the development and implementation of Career Education.

The Process

1. All goals have been based upon the assessed needs as indicated by:

   a) the Student Needs Assessment Survey
   b) the Survey of Counselors conducted by the University of Maryland in conjunction with the Maryland State Department of Education
   c) the AIR Study
   d) on-site interviews with local education agency staffs

2) The sub-group of the State Advisory Council has been the main work group assisting the career unit staff.

3) Persons from Vocational Education, Special Education, Library and Media Services, Guidance and Counseling, the Office of Equal Opportunities, as well as, the Division of Instruction have been involved.

SHORT TERM GOAL: Promote and provide leadership to the local education agencies in the implementation, maintenance, evaluation, improvement, and expansion of career education activities and services.

Objectives

1.0 By July 1977, begin implementation of the first year of an approved comprehensive 5-year plan for career education to include:

a. Curriculum infusion with emphasis on reducing bias and stereotyping.
b. Career guidance and placement.
c. Inservice training.
d. Identification of resources.
e. Student needs assessment.
f. Assess needs of LEA's.
g. Procedure for assessing effectiveness of career education programs.

2.0 By July 1978, establish 10 additional career information and placement centers which will serve students, out of school youths, and adults on an expanded schedule.

3.0 By June 1978, have examined the direction of career education process in 24 LEA's to identify program, involvement and needs.

4.0 Prior to July 1, 1978, develop a plan to implement the 2nd year of the 5 year plan which will meet the needs of LEA's (identified in 3.0) and of students (identified in 1.0).

5.0 By June 1978, develop a plan for curriculum infusion in cooperation with Project Basic.

6.0 Identify and disseminate information about new directions for career education.

7.0 By June 1978, there will be in operation two experience-based career education models, provided $70,000 in operating funds can be obtained by MSDE.

STUDENT
OUTCOME GOALS

By the end of the elementary program:

Students will demonstrate an awareness of why and how people work.

Students will demonstrate an awareness of a wide range of careers.

Students will demonstrate an increased awareness of themselves in relation to their immediate environment and will begin to relate to the broader environment beyond family and school.

By the end of the middle/junior high:

Students will be able to demonstrate the relationship of their subject areas to the world of work.

Students will demonstrate a knowledge in and will have explored a minimum of three career clusters.

Students will possess basic decision making skills and will demonstrate increased self awareness and positive work values.

Students will have a tentative educational and career plan consistent with their interests, strengths, special needs, and general self awareness.

By the end of the high school:

Students will possess a minimum of work experience - simulated or real - in at least one career cluster.

Students graduating will demonstrate the possession of academic and vocational skills necessary for job seeking, job entry, and entrance into post secondary occupational, technical, or higher education programs.

Students who graduate will be equipped with career decision skills and will have a basic career plan consistent with their strengths, special needs, interests, self awareness, resources, and their expanded knowledge of the career development process.

Students who graduate will demonstrate an awareness of the nature of the lifelong career development process, including the need to re-evaluate and re-direct career choices and plans as circumstances change.

G O A L S

1. Promote and provide leadership to the LEAs in the design, implementation, maintenance, evaluation, improvement, and expansion of career education activities and services.

2. Establish a system that will provide up-to-date, accurate, accessible, occupational and career planning imformation to practitioners and students.

3. Promote and assist a statewide program of staff development to facilitate the infusion of career education in all curricular areas.

4. Establish a system for identification, development, and utilization of community resources in support of career education at all grade levels.

5. Promote and encourage a continum of career education programs and services K-Adult, including post secondary institutions.

6. Promote and provide leadership in the elimination of sterotyping and bias based on race, sex, economic status, and for handicapped through Career Education.

10. EVALUATION

The entire Division of Instruction is undergoing inservice training in evaluative techniques. The first sessions are September 26, 27, 28, 1977. This training will be directly applied to the evaluation of the major aspects of the state plan.

The Advisory Council has been evaluated in terms of the following:

The selection process
The geographical representation
The racial mixture
The student representation
The work classification
Levels of education including higher education
Number of meetings
Attendance at meetings
Achievement of goals
Advisement in planning
Advisement in needs assessment
Advisement in priorities
Advisement in goals and objectives
Contact with legislators
Contact with education officers
Contact with community
Participation in workshops and conferences
Recommendation of resources

Needs Assessment

The Needs Assessment form was submitted to parental and LEA persons for appraisal. The printing of the form through the Maryland State Department of Education was predicated upon the issuance of a form number--which could only be possible if parental appraisal so indicated that items to which their children would be subjected met their overall approval and was not an invasion of privacy.

The Research Department is working conjunctively with the Career Education Unit in providing the technical assistance. Currently a new junior high/middle school form is being piloted and will subsequently be analyzed fully by the Department of Research.

The other areas of the Plan will be evaluated subsequent to e Division's three day staff training in evaluation scheduled for late Septemb , 1977.

11. ANTICIPATED CHANGES AND/OR PROBLEMS

There are no major problems or major changes proposed. The identification of resources remains a bit ambiguous. The NIE publication, Key Resources in Career Education, was published at a most propitious time and should be widely disseminated. It should automatically be viewed as a part of all State Plans on Career Education.

In the State of Maryland a general guide has been developed which is to serve as a model for LEAs who need to have a very definitive guide. In the State of Maryland, an ERIC search was conducted. A more definitive guide is in process.

The sensitivity of any assessment is always problematic. The process of getting a form approved is very laborious. Parent groups must indicate approval, as well as teachers and administrators. This is not a simplified process and although it gives greater ultimate assurance, it is a delaying process. In our State, the data processing of assessed needs has been rather slow and ancient. The Research Department has taken steps to rectify the situation and has assisted in designing a more appropriate and simplified answer sheet.

12. DISSEMINATION ACTIVITIES

Consistent with the development of the State Plan, the dissemination activities have been developmental in nature. Each phase of the Plan has been shared with the Advisory Council which represents every geographical area of the State and many economic, social, personal and work facets.

The following specifics have been executed in the dissemination of the Plan--or parts thereof:

1. Letter from MSDE to all LEAs announcing the project--September 1976

2. Formation of an Advisory Council--December 1976

3. Meetings with staff in the 24 LEAs
   (a) November 1976--May 1977
   (b) Participants included supervisors, principals, curriculum directors, counselors, assistant superintendents, teachers

4. Four Regional Conferences were held throughout the State whereby local guidance, career education, vocational education, supervisory staff were oriented to the development of the State Plan.

5. Summer Workshops
   (a) Three career education summer workshops were held in June and July 1977. Two of the workshops had a heavy concentration of community participants, i.e. PTA representatives, Chamber of Commerce representatives, business/labor/industry, personnel, volunteers. At each workshop the State Plan was presented, discussed, and recommendations were considered.
   (b) One county, subsequent to a summer workshop experience, utilized the Career Education Student Outcome Goals in a LEA workshop with teachers, supervisors, and counselors from various levels.

6. Plan Discussed with LEA Career Education Coordinators--9-22-77
   State Conference on Career Education planned for October 14, 1977, at which time the State Plan will be addressed in open forum (program is attached).

7. The Plan will be presented to the State Board in January 1978.

8. Team visits are scheduled to every local education agency throughout the year. The State Plan is a major agenda item.

9. A fall edition of the State's Newsletter will be developed to Career Education; the State Plan will be addressed.

13. SPECIAL ACTIVITIES

A very definitive effort has been made to involve the following departments:

--the entire Division of Instruction
--the Vocational Education Division
--the Division of Special Education
--the Division of Library and Media Services
--Compensatory, Urban, Supplementary Programs
which includes guidance and counseling
--the Equal Opportunities Department

The Plan has addressed stereotyping, biases, special populations, the handicapped.

A special task force composed of representatives from the Office of Equal Opportunity is helping to draft objectives and strategies to address reduction of race and sex stereotyping in career choice.

REPORT ABSTRACT

1. Project Number 554AH60768
2. Grant Number G007604188
3. Annual Report
4. Project Title: Maryland Career Education Plan
5. Report Period: July 1, 1976 through June 30, 1977
6. Category of Project: State Plan
7. Project Director: E. Niel Carey
8. Grantee: Maryland State Department of Education
   P.O. Box 8717, BWI Airport
   Baltimore, Maryland 21240
   Telephone: (301) 796-8300, Extension 415

The Maryland State Department of Education is actively involved in the development of a five year State Plan for Career Education. The first state plan for career education was developed as early as 1971, however, the current plan is being developed with much greater field input and is based upon a stratified assessment of needs.

The State Plan is based on:

-an analysis of the original plan and the implementation status.
-the priorities of the Chief State School Officer and the Maryland State Board of Education
-the Goals and Needs of Maryland Public Education--a MSDE study.
-a student needs assessment conducted in seven counties and Baltimore City.
-a review of the status of career education within the 24 LEA's.
-the findings on the AIR Study for 10 sampled Maryland LEA's.
-a search and review of resources.
-a survey of career development competencies for counselors.
-an analysis of the expressed needs within the LEA's gathered through an interview technique.
-preliminary data from pilot Business, Industry, Labor Survey.

In the State of Maryland a very active goal oriented Career Education State Advisory Council is in operation and serves as an advisory group for the state plan; has been influential in legislative endeavors; fosters the awareness of career education; and is very supportive in all special career education activities, i.e., the summer workshops, the State Conference on Career Education.

The Maryland State Plan for Career Education is based upon data derived from a Student Needs Assessment, a Survey of LEA's, a Survey of Counselor Competencies, and the AIR Survey of Career Education in the Public Schools which sampled ten districts of the State of Maryland.

The needs assessment clearly indicate that more than 70% of the students indicated need for help in exploring careers, making post high school plans, finding jobs and careers, developing career awareness, making career decisions, planning careers and assessing self.

In a survey of career development competencies of counselors, the prioritized training needs evidenced were:

> Inservice in recommending curriculum changes to correlate with the changing world of work; getting teacher support; knowledge of the career development needs of special groups; help in assisting teachers to infuse career education into their regular subject areas.

The local education agencies evidenced a strong need in securing a local board policy in support of career education, help in strengthening their implementation of career education, and a general knowledge of what is being done in the state.

The Maryland State Plan for Career Education focuses on six key program goals:

1. Promote and provide leadership to the LEA's in the design, implementation, maintenance, evaluation, improvement, and expansion of career education activities and services.

2. Establish a system that will provide up-to-date, accurate, accessible, occupational and career planning information to practitioners and students.

3. Promote and assist a statewide program of staff development to facilitate the infusion of career education in all curricular areas.

4. Establish a system for identification, development, and utilization of community resources in support of career education at all grade levels.

5. Promote and encourage a continum of career education programs and services K-Adult, including post secondary institutions.

6. Promote and provide leadership in the elimination of stereotyping and bias based on race, sex, economic status, and for handicapped through Career Education.

Each of the program goals is geared toward helping to meet specific outcome goals for students. The State Plan planning process is developmental and fluid. The Plan, once fully developed, will never become finalized, but will constantly be revised to meet the needs of the children of the State of Maryland and to address the linkage with post secondary and continuing education and the related community.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)						10,589	not specifically identified				
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)						25					
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS						35					
COUNSELORS						50					
ADMINISTRATORS						120					
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY						150					
PARENTS						30					
OTHER (specify)											
TOTAL			not specifically identified			10,999					

OE FORM 467, 2/75